

Content/ Windows	Theme	Chapter	Lesson	<b>Learning outcomes</b>	<b>Activities</b>	<b>Teacher's choices</b>					
						Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson one	<b>Students will :</b> <ul style="list-style-type: none"> <li>• Use maps to identify regions in Egypt.</li> <li>• Identify physical features using a topographic map.</li> <li>• Create a legend for a topographic map</li> </ul> <b>Key vocabulary :</b> <ul style="list-style-type: none"> <li>• Delta</li> <li>• Geography</li> <li>• Legend</li> <li>• Mediterranean Sea</li> <li>• Flooding</li> <li>• Valley</li> <li>• Red Sea</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story silently.</li> <li>• Read along.</li> <li>• Read and follow instructions.</li> <li>• Share ideas and observations of the map.</li> <li>• Raise hands to answer.</li> <li>• Add "sea level" to the legend.</li> <li>• Share ideas.</li> <li>• Draw a triangle around the Nile Delta on the map in their student books.</li> <li>• Label the Nile Delta on the map.</li> <li>• Share ideas, record in legend.</li> <li>• Use Think Time to review the map legend.</li> <li>• Color in the outline of the map of Egypt.</li> <li>• Explain original maps to Shoulder Partner.</li> </ul>	33: 37	- Calling sticks Shoulder partner -Think Time	what "geography" means?	<ul style="list-style-type: none"> <li>• Student book</li> <li>• Pencil</li> <li>• Crayons</li> <li>• Chart paper or board</li> <li>• Markers</li> </ul>	Non-Discrimination Citizenship	share your map of Egypt with your Shoulder Partner. Explain the colors in your legend. Explain why you used those colors and what they mean.
Self-reflection's Teacher	<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>	

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson two	Students will :  Key vocabulary:  •Investigate different types of boats. •Build a model boat. •Order a set of objects from least to greatest.	<ul style="list-style-type: none"> <li>Share a job with a Shoulder Partner.</li> <li>Read the story silently.</li> <li>Read along.</li> <li>Review the pictures of the boats, circle their favorite, and share what they already know about boats.</li> <li>Draw a square around their Shoulder Partners' favorite boats.</li> <li>Popcorn ideas for the main function of different boat styles.</li> <li>Silently attempt to match up the components of the drawing of the boat with the picture of the boat.</li> <li>Work with Shoulder Partner to match up the components of the drawing of the boat with picture of the boat.</li> <li>Cut out pieces of the pattern provided.</li> <li>Trace components onto the cardboard.</li> <li>Read the directions.</li> <li>Test boats in the water and make a list of how much cargo the boats can hold.</li> <li>Watch as others test their boats and return to seats after testing to discuss question with Shoulder Partner.</li> <li>Assemble in groups and discuss.</li> </ul>	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
						38 : 41	-Calling sticks -Shoulder partner -Popcorn -Think Time -Model	Why do you think this information could be important for planning our trip?	• Student book • Pencil/Crayons • Chart paper or board/ Markers • Scissors • Cardboard from recycling. Marbles, rocks, and other 1 cm sized (or smaller) solid objects (as cargo for model boat) • Tape • Bucket or tray filled with water	Non-Discrimination Citizenship	We have begun to think about boats on the Nile River, which is such an important part of Egypt.
Self-reflection's Teacher		Exceeds expectations		Meets expectations		Sometimes meets expectations		Below expectations			

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						Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
Discover	<b>HOW THE WORLD WORKS?</b>	<b>The Nile I Know</b>	Lesson three	<b>Students will :</b> <ul style="list-style-type: none"> <li>• Read a weather map.</li> <li>• Build an anemometer.</li> </ul> <b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>• Anemometer</li> <li>• Celsius</li> <li>• Thermometer</li> </ul>	<ul style="list-style-type: none"> <li>• Review previous learning.</li> <li>• Share ideas.</li> <li>• Read and follow directions in student book.</li> <li>• Share ideas with Shoulder Partner.</li> <li>• Turn to the correct page and read the directions.</li> <li>• Help each other to mark on the map.</li> <li>• Share ideas.</li> <li>• Work with Shoulder Partner.</li> <li>• Turn to the correct page and read the directions.</li> <li>• Share observations.</li> <li>• Check in with Shoulder Partner.</li> <li>• Popcorn to share ideas.</li> <li>• Read the first direction silently.</li> <li>• Make and test anemometers.</li> <li>• Record wind level.</li> <li>• Work with Shoulder Partner.</li> </ul>	42 : 47	-Calling sticks -Shoulder partner - Think Time. -Popcorn - Model	What are the ways that weather may affect our trip along the Nile River?	<ul style="list-style-type: none"> <li>• Student book</li> <li>• Pencil/Crayons</li> <li>• Chart paper or board</li> <li>• Markers</li> <li>• Three small paper cups per student (preferably with previously punched holes)</li> <li>• One straw per student</li> <li>• One pencil per student for anemometer</li> <li>• One push pin per student</li> </ul>	<b>Non-Discrimination Citizenship</b>	Today we have learned about weather in Egypt and how to use a weather map.
<b>Self-reflection's Teacher</b>	<input type="checkbox"/>	<b>Exceeds expectations</b>	<input type="checkbox"/>	<b>Meets expectations</b>	<input type="checkbox"/>	<b>Sometimes meets expectations</b>	<input type="checkbox"/>	<b>Below expectations</b>	<input type="checkbox"/>		

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson four	Students will :	<ul style="list-style-type: none"> <li>• Describe directions on a map using cardinal directions.</li> <li>• Locate pyramids on a map of Egypt.</li> <li>• Calculate distances between places on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss weather and complete the day's data on the page, My Weather</li> <li>• Share ideas. Mark current location.</li> <li>• Thumbs Up or not.</li> <li>• Turn student books upside down.</li> <li>• Respond using Number Sign.</li> <li>• Arrange accordingly, look at the picture, and discuss.</li> <li>• Turn student books upside down.</li> <li>• Look at picture, Thumbs Up or not.</li> <li>• Fill in the box.</li> <li>• Respond and fill in the boxes in their student books.</li> <li>• Consider the question.</li> <li>• Draw in student books.</li> <li>• Complete the sentence in their student books.</li> <li>• Look at the satellite images of the pyramids and discuss.</li> <li>• Mark their town and draw a line to Giza.</li> <li>• Make a ruler by tracing the scale on another piece of paper.</li> <li>• Use a scale to estimate the distance to Giza.</li> <li>• Enter the number of segments used in their student books.</li> </ul>	Teacher guide pages 48 : 53	Teaching strategies -Calling sticks Shoulder partner - Think Time. -Thumbs Up - Turn and Talk -Number Sign. -Model	Questions / modeling Fill in the large weather report chart with new values.	Digital sources <ul style="list-style-type: none"> <li>• Student book</li> <li>• Pencil</li> <li>• Crayons</li> <li>• Chart paper or board</li> <li>• Markers</li> </ul>	Differentiations/ challenges	Enrichment How you might measure the distance from our school to your home.
					Key vocabulary :	•East •North •South •West						
Self-reflection's Teacher	<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>			

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson five	<b>Students will :</b> <ul style="list-style-type: none"> <li>• Use observation skills to explain erosion.</li> <li>• Model wind and water erosion by experimentation.</li> <li>• Conduct team behaviors to complete a task.</li> </ul> <b>Key vocabulary :</b> <ul style="list-style-type: none"> <li>• Erosion</li> <li>• Stream table</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the table of distances with a Shoulder Partner.</li> <li>• <b>Discuss</b> weather and complete the day's data on the page, My Weather Report.</li> <li>• Discuss ideas.</li> <li>• Share ideas.</li> <li>• Reexamine photos and define wind erosion in own words.</li> <li>• Think and share.</li> <li>• Assign role of supply manager to two group members.</li> <li>• Choose team leader and collect supplies.</li> <li>• Choose roles so that everyone in the group has a job.</li> <li>• Read directions and consider the questions.</li> <li>• Read two questions for the class.</li> <li>• Prepare for experiment.</li> <li>• Count off and make certain group members are ready.</li> <li>• Reflect on the experiment and answer big picture questions.</li> </ul>	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
						54 : 58	Brainstorm Shoulder Partner Think Time Calling Sticks Gallery Walk Model	Read and follow the directions, working with a Shoulder Partner.	Student book <ul style="list-style-type: none"> <li>• Pencil</li> <li>• Crayons</li> <li>• Chart paper or board</li> <li>• Markers</li> <li>• Stream table supplies per group</li> </ul>	<b>Non-Discrimination Citizenship</b>	-The erosion— where the sand started and where it is now.
Self-reflection's Teacher				Exceeds expectations	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>	

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson six	Students will : <ul style="list-style-type: none"> <li>Define and give an example of erosion.</li> <li>Brainstorm as a team.</li> <li>Plan a schedule for a tourist to visit their city.</li> </ul> Key vocabulary : <ul style="list-style-type: none"> <li>Tour</li> <li>Tourist</li> </ul>	<ul style="list-style-type: none"> <li>Discuss weather and complete the day's data in the weather chart.</li> <li>Connect past learning to project goals.</li> <li>Share ideas (tourism).</li> <li>Use Think Time to consider interesting local places.</li> <li>Raise hands to share ideas.</li> <li>Record and respond to ideas on charts.</li> <li>Read charts and return to seats.</li> <li>Use Think Time to imagine a tourist or group of tourists, then record in the student book.</li> <li>Record four locations for their tours.</li> <li>Design one-day local tours.</li> <li>Find a partner, listen, and share ideas.</li> <li>Reflect on the day's work.</li> </ul>	Teacher guide pages	Teaching strategies	Questions / modeling	Digital sources	Differentiations/ challenges	Enrichment
						59 : 62	<ul style="list-style-type: none"> <li>Think Time.</li> <li>Calling Sticks.</li> <li>Shoulder Partner.</li> <li>Popcorn.</li> <li>Hands Up, Pair Up</li> <li>Think Aloud</li> <li>Model</li> <li>Thumbs Up</li> </ul>	Discuss weather and complete the day's data in the weather chart.	<ul style="list-style-type: none"> <li>Student book</li> <li>Pencil</li> <li>Crayons</li> <li>Chart paper or board</li> <li>Markers</li> </ul>	Non-Discrimination Citizenship	How do you think learning about reading maps, weather, and even erosion will help us with our Share project?
Self-reflection's Teacher				Exceeds expectations	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>	

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson seven	Students will : <ul style="list-style-type: none"><li>• Research cities of Egypt using technology.</li><li>• Collaborate to determine important information.</li><li>• Define tasks and complete specified goals.</li><li>• Discuss key details in a story.</li></ul> <p>Key vocabulary :</p> <ul style="list-style-type: none"><li>• Al Fayyum</li><li>• Alexandria</li><li>• Aswan</li><li>• Asyut</li><li>• Giza</li></ul>	<ul style="list-style-type: none"> <li>• Discuss weather and complete the day's data in the weather chart.</li> <li>• Respond and share comments.</li> <li>• Read the story with partners.</li> <li>• Share experiences.</li> <li>• Share how others helped them learn.</li> </ul>	Teacher guide pages : 63 : 65	Teaching strategies	Questions / modeling	Digital sources	Differentiations / challenges	Enrichment
							-Calling sticks -Shoulder partner - Ask 3 Before Me - Popcorn - Thumbs Up	- What were Samir and Nour doing when Hossam came to visit? <ul style="list-style-type: none"><li>• Did Hossam enjoy his trip? How do you know?</li></ul>	- Student book - Pencil - Crayons - Chart paper or board - Markers	Who will find local sites to visit? Who will find the weather and carefully measure the distance from where we live to the city?	
Self-reflection's Teacher				Exceeds expectations	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>	

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson eight	<p>Students will :</p> <ul style="list-style-type: none"> <li>• Use proper intonation and emotion when reading a script orally.</li> <li>• Determine important elements to include in a commercial.</li> <li>• Collaborate to write a radio script.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss weather and complete the day's data in the weather chart.</li> <li>• <b>Brainstorm</b> ideas.</li> <li>• Follow along as the teacher reads.</li> <li>• Practice reading the script, providing feedback to group members.</li> <li>• Listen and give feedback to other groups.</li> <li>• Explain what was in the commercial.</li> <li>• Discuss engaging parts of the script.</li> <li>• Share ideas.</li> <li>• Work cooperatively to begin scripts.</li> <li>• Share learning with partners.</li> </ul>	<p>Teacher guide pages</p> <p>66 : 68</p>	<p>Teaching strategies</p> <ul style="list-style-type: none"> <li>- Calling sticks</li> <li>- Shoulder partner</li> <li>- Ask 3 Before Me</li> <li>- Popcorn</li> <li>- Thumbs Up</li> <li>- Brainstorm</li> </ul>	<p>Questions / modeling</p> <p>Discuss weather and complete the day's data in the weather chart.</p>	<p>Digital sources</p> <ul style="list-style-type: none"> <li>• Student book</li> <li>• Pencil</li> <li>• Crayons</li> <li>• Chart paper or board</li> <li>• Markers</li> </ul>	<p>Differentiations/ challenges</p> <p>Non-Discrimination Citizenship</p>	<p>Enrichment</p> <p>What did you do today to become a better reader and a better writer?</p>
Self-reflection's Teacher	<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>		

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson nine	<p><b>Students will :</b></p> <ul style="list-style-type: none"> <li>• Speak clearly and with emotion while presenting a radio commercial.</li> <li>• Give appropriate feedback to other students.</li> <li>• Survey students to collect data.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss weather and complete the day's data in the weather chart.</li> <li>• Share ideas.</li> <li>• Review the page.</li> <li>• Present commercials. Record information as other groups present.</li> <li>• Follow directions to walk in groups to vote.</li> <li>• Talk about strategies to count hash marks and record.</li> <li>• Check for understanding.</li> <li>• Complete page with partners.</li> <li>• Reflect together about the day.</li> </ul>	<p>Teacher guide pages 69 : 71</p>	<p>Teaching strategies -Shoulder partner -Think Time - Calling sticks</p>	<p>Questions / modeling Discuss weather and complete the day's data in the weather chart.</p>	<p>Digital sources • Student book • Pencil • Crayons • Chart paper or board • Markers.</p>	<p>Non-Discrimination Citizenship</p>	<p>Differentiations/ challenges What will you share with your family about your performance as a radio announcer?</p>	<p>Enrichment</p>
Self-reflection's Teacher	<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations	<input type="checkbox"/>			

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Discover	HOW THE WORLD WORKS?	The Nile I Know	Lesson ten	Students will : <ul style="list-style-type: none"> <li>Graph weather data and compare information.</li> <li>Reflect on learning over time.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss weather and complete the day's data in the weather chart.</li> <li>Use experiences and new understandings to respond.</li> <li>Compare and check each other's work closely for errors.</li> <li>Reflect on learning.</li> <li>Write responses in complete sentences.</li> <li>Share gratitude and feedback on how groups worked together and helped each other.</li> </ul>	Teacher guide pages 72 : 73	Teaching strategies -Calling sticks Shoulder partner Model Think Time	Questions / modeling Use experiences and new understandings to respond.	Digital sources <ul style="list-style-type: none"> <li>Student book</li> <li>Pencil</li> <li>Crayons</li> <li>Chart paper or board</li> <li>Markers</li> </ul>	Differentiations/ challenges  Non-Discrimination Citizenship	Enrichment Who can summarize what we have studied in this chapter?
Self-reflection's Teacher	<input type="checkbox"/>	Exceeds expectations	<input type="checkbox"/>	Meets expectations	<input type="checkbox"/>	Sometimes meets expectations	<input type="checkbox"/>	Below expectations		<input type="checkbox"/>	

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